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DETERMINING THE CONTENT OF A SPECIALISED ELECTRONIC COURSE

Abstract: This article offers a definition of the content of a specialized e-course, its specifics, as well as an attempt to develop the basic principles of developing materials for e-courses in a foreign language.

Key words: communication technologies; e-course; Educational and methodological complexes; multimedia tools; independent training.

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Introduction

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Enhancing the cognitive activity of students is one of my main tasks in teaching a foreign language. The rapid development of the form of teaching foreign languages on the basis of information and communication technologies (ICT) and the practical application of its integration with the traditional form are often ahead of their theoretical basis.

Interactive work using Internet-based educational process management platforms is of great importance in the audience. ICT expand the scope of the educational process, increasing its practical orientation in Uzbekistan. Interactive work is possible with the help of both ready-made courses using "virtual laboratories" and within specialized electronic courses developed by the teacher independently. Addressing such issues is caused by the lack of uniform standards for the creation of the remote part of educational-methodical complexes (CMD) of the latest generation.

For the concept of an electronic course, you need to know all the models of distance learning that exist in modern practice:

- integration of full-time and distance learning;
- autonomous network course;
- Integration of Internet and case technologies;
- The educational process based on video communication (computer video conferencing).

An electronic course is an educational multimedia product for educational purposes, providing continuity and completeness of a didactically substantiated learning process, which contains systematic theoretical, practical and controlling materials prepared in accordance with the principles of interactivity, adaptability, information openness. An interactive multimedia product contains not only text, graphic information, but also sound, animation, video, virtual laboratory workshops, modules of search and expert systems that implement non-linear interaction "student - teacher - training material" through internal program-didactic algorithms.

The electronic course, designed to accompany classroom learning, is only part of the educational complex of the latest generation. This course should include a specific list of components and be classified in accordance with specific didactic criteria:

- level of education (primary, secondary, higher, etc.);
- the form of education (full-time, part-time, part-time, externship);
- type of educational activity (lecture, seminar, practical lesson, etc.);
- ways of interacting with students (declarative, interactive);
- ways of creating educational trajectories.

Based on the domestic experience of the last ten years in the field of distance learning in universities,

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experts have concluded that the process of developing an electronic course is extremely time-consuming. In this regard, there was a problem of reducing the amount of time to create a course while maintaining the quality of the final result. Insufficient technical equipment of many modern universities, insufficient acquaintance of teachers with this form of training, and the unwillingness to use it is a problem, the solution so far is seen only in the joint work of the subject teacher and IR technology specialist in creating the course. Teamwork simplifies and speeds up the whole process, especially with the role distribution of responsibilities, allowing the teacher to deal only with the preparation of materials in the development of the course. At the present stage, teachers, as a rule, are also developers of courses, engaged in the substantive and organizational and technical stages of the process. The joint work of the teacher and the specialist in IR technologies or not, the work on the preparation of materials is assigned to the teacher of a foreign language.

Following a number of specialists in the field of ESP (English for Special Purposes) it is legitimate to declare that any training is presented in the form of content. The content of the education of each university depends on the profile of the latter and is reflected in its program. Turning to the question of the principles of teaching, the principles of visualization, accessibility, consciousness and activity, scientificness, strength in mastering knowledge, and the connection between theory and practice are called the basic principles of the content of the educational process. Specialists are proposing new principles for distance learning.

1. The principle of visibility. Modern capabilities allow the use of familiar types of illustrations (diagrams, tables, figures, photographs), as well as audiovisual tools that make it possible to access virtual worlds. Such visualization elements increase the effectiveness of learning and create additional motivation for students. Properly selected examples simplify or replace the long explanation of the material and make the course (electronic) interesting.

2. The principle of accessibility. An electronic training course is the organization of the educational process and the design of the user interface. "Interface" is the design of a monitor screen containing educational materials. The materials of the electronic course involve independent study; the way the materials are presented on the screen makes them available. In this regard, it is considered necessary to discuss the need to promote the convenience and friendliness of the user interface as a separate principle, proposing to consider it under the general concept of accessibility.

3. The principle of consciousness and activity. Specialists point out the student's active participation in the distance learning process using electronic teaching materials than with traditional teaching aids. In distance learning, the teacher is in the educational process in the role of a tutor, instructor, consultant. Here students are encouraged to engage in multimedia and interactive fragments of the course. It is interactivity that allows you to create a full-fledged electronic training course. The student is able to influence the educational process and build his own individual program of mastering the necessary educational material.

The realization of the principle of consciousness and activity is possible only if the student designs his educational program. Experts in the field of electronic education believe this is possible thanks to modern information technology training.

4. The principle of science. This principle as the correspondence of educational materials to modern requirements of science allows us to recognize a priori all electronic courses as scientific. The ability to work with literary sources does not exhaust all the achievements of modern science. The materials of the training course should familiarize students with the methods of scientific knowledge, involve them in research (carry out observation, conduct an experiment, etc.).

5. The principle of strength in mastering knowledge, skills. The information contained in the training materials must not only be remembered - you must be able to use it. It is possible to realize the principle of strength by developing the memory of the students: mechanical and logical. This is largely facilitated by independent work, which should be an integral part of the training course.

6. The principle of the connection of theory with practice. The professional orientation of training materials, supplementing the language practice, contributes to a more precise adherence to this principle. The difference between modern educational models is openness, transparency of the boundaries between the educational and professional activities of the student. The creation of various e-learning tools and electronic modules involved specialized firms that have the ability to hire not only university teachers, but also practitioners to produce "alienated" content.

Another characteristic of the educational electronic course is structural. The most optimal organizational form of the course is considered a modular structure, and among the necessary components of the training course the following are called:

- introduction to the course (author, abstract);
- curriculum program;
- educational information (textbook or study guide);
- course study guide;

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- an anthology (electronic library of a course);
- academic calendar;
- workshop;
- collection of tests;
- Glossary, list of abbreviations and abbreviations;
- conclusion.

New organizational means of supplying educational information in distance learning have led to a new understanding of the content of training, blurring the boundaries between organization and content. In the light of this understanding, it is appropriate to consider yet another feature of e-learning - dialogicity - as an organizational-substantive category. An ever-growing number of teachers base the learning process on students reflecting on their own experience and learning activities. Awareness of the acquired knowledge and skills, as well as filling in the gaps are impossible without the support of the teacher.

Feedback during training also allows for control and self-control. The interactive style in distance learning is implemented in conjunction with electronic courses by a tutor - tutor. A significant portion of the independent work of methodological developers should be taken beyond the scope of the audience, filling the content of the electronic course. Thus, the basis of independent work is not traditional, poorly controlled work with teaching materials, but work under the guidance of a teacher. Despite the fact that the course is taught after the development of training materials, that is, during the educational process as an accompaniment, the possibility of dialogue style should be considered at the very beginning.

Thus, when identifying the specifics of educational materials for the electronic course, it

became possible to distinguish several semantic series reflecting its features:

- incomplete content - independent design - self-management of knowledge;
- method activities - productive behavior;
- structural - modularity;
- dialogue style - work under the guidance of a teacher.

Taking into account the fact that the purpose of this article is to study the content of electronic courses in a foreign language, we should do well on the specifics of this subject. The specificity of a foreign language as an object consists, first of all, in the activity approach, that is, a foreign language belongs to a group of objects, the main component of which are the methods of activity.

Other researchers explain the importance of the method with the new requirements for modern man - the requirements in productive behavior. Thus, the content of e-learning materials should be built around core activities.

Distance learning and its basic principles in relation to an electronic course require a different view on issues related to the development of educational materials among students of technical institutes. Many experts, discussing the content of the educational electronic course, agree on the need to use working methods. At the same time, some researchers proceed from the openness of electronic courses (a number of universities expose their courses in the public domain), which, in turn, requires a fundamental incompleteness of the content. A similar admission of everyone to the content of education with a constantly evolving volume makes it possible to independently design content. Now the focus of academic work is shifting from "consumer information" to self-management of knowledge acquisition.

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